

# Board of Regents Policy Manual

## 2.9 Institutional Effectiveness: Planning and Assessment

Each institution shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff of each institution shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented.

In addition, each institution shall have a formal process by which systematic assessment of institutional effectiveness is conducted and the results of assessments are used to achieve institutional improvement. Assessment processes may differ from institution to institution, but each institution shall assess:

1. Basic academic skills at entry;
2. General education;
3. Degree programs; and,
4. Academic and administrative support programs and/or functions.

The faculty and staff of each institution shall be involved in developing assessment processes and included in the structure by which those processes are implemented and used for improvement.

Each institution shall link its substantive budget allocations and other major academic and administrative decisions to its planning and assessment processes to improve institutional effectiveness. In addition, institutional planning, assessment, and improvement processes are expected to contribute to the realization of the USG vision, mission, goals, and strategic initiatives.

A current copy of each institution's strategic plan shall be maintained in the University System Office of the Board of Regents. The plan will contain a description of the planning structure and process by which institutional priorities are set as well as the institution's current priorities and goals. The plan shall also describe the processes used for assessing and improving institutional effectiveness.

### 3.6.3 Comprehensive Academic Program Review

Each USG institution shall conduct comprehensive academic program reviews for Career Associates, Associate degrees with a designated major, bachelor degrees and graduate degrees. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in

teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

## **USG Academic and Student Affairs Handbook**

### **2.3.6 Comprehensive Program Review (CPR)**

(Last Modified May 26, 2016)

The Comprehensive Program Review process is a campus-based program review with the University System Office serving in an oversight capacity to evaluate initial program review processes and conduct periodic audits. For information about institutional responsibilities and to view institutional program assessment plans, see [http://www.usg.edu/academic\\_programs/](http://www.usg.edu/academic_programs/).

#### **Comprehensive Academic Program Review**

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

An institution's cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. Newly approved programs should automatically be reviewed seven years after launch. If successfully reviewed, the new program will then become part of the regular institutional cycle. If unsuccessful, the institution will present a plan of action to the

System Office. Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years. Institutions must also review General Education every five (5) years; learning outcomes for each Area A-E of institutional core curricula must be approved by the Council on General Education. Institutions are also encouraged to review Learning Support programs.

Each USG institution shall provide a web link outlining institutional comprehensive program review procedures and shall post program review results on a password protected institutional web site, which shall include the institutional review cycle and a summary of current institutional reviews.

Academic Affairs staff will perform spot audits on the posted institutional comprehensive program reviews to ensure that reviews are being used to inform institutional decision-making on the issues of program quality, productivity and viability. The System Office staff will continue to provide data on programs with low enrollment for institutional information.